

must have been struck by the fact of so long & strong efforts being used to ^{about} ~~define~~ a thing with which she was so exceedingly familiar. But it was found that, as a rule, ~~as one~~ people had not stored the facts they had laboured over in childhood. all the region of the brain so carefully stored, was like that delectable map in the attic of the Enark - 'a perfect and absolute blank'. And here lay the error, people still looked upon the brain, & what they called the memory, as an unlimited number of pigeon-holes to be filled, rather than as a photographer's sensitive plate, capable, ~~as~~ under certain conditions, of receiving indelible impressions. How ~~was~~ years of childhood wasted purely through a mistaken conception. We now know that memory is not a faculty, but - is the result - of the co-ordinating action of two mental laws: - that which is regarded with intense attention, i.e. interest, is commonly remembered; & may certainly be recalled, if it be attached, like a ~~to~~ link in a chain, to that which went before it, & that which follows. That is, perfect attention may become a thousand recollections which return upon us casually, like our stray images of childhood. But - would we be able at - will to draw ^{the best} ~~the best~~ out of it well, why, every image ~~was~~ caught by the

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Texas. "Wonderful people! Whizz! Whizz! all by wheels! Whizz!
Whizz! all by steam! wonderful people! The schools in
them with their classes set-up a mill of their
own - # called it - Passes - which possibly means
indirectly the same thing as keyment-by results; - but we
need not go into that. Well, they passed. Passed
by the school every year. Thousands & tens of thousands
of young people came out who had passed. The pleasures
of them passed again & again & again: passed
in everything. The acquirements & are applied
ments of a young lady of twenty ~~advancing~~ ^{aching}
a post-as governess were enough to make you
hair stand on end. She would present herself
with a sheaf of certificates half as many as her
years. +

"Still the wonder grew
That one small head ^{she} could carry all the knowledge."
The heat of the Public ~~Boys~~ ^{schools}, to their
credit be it said, kept fairly out of this
competitive scramble. If they had examinations
it ~~was~~ ^{was} of the whole school, and of a picked few.
Thus ~~they~~ ^{they} ~~protected~~ ^{protected} the interests of the weak.
They entered ~~but once~~ ^{but once} into public competition, &
that was for open scholarships at the Universities
or for ~~other~~ ^{other} endowments. attached to the school &
this may have been an evil, but it upheld the
principle as still held good - the final examination
only. The crowd rushed in, & called all this
~~small work~~ ^{small work} educational progress. but ominous
murderings from their prophets might be heard from
those

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On of these ~~unhappy~~ ^{unhappy} conferences, but he
shot system into a ~~satirical~~ ^{satirical} epigram.
He said, "They claim to pass, & not to know!
They do pass, & they don't know!"
People relished the nature of it: laughed, &
went their way as before. But that ^{with} French
like it, ~~was~~ ^{was} also, a count of wheel-cast-into
the ground. Almost contemporaneously
with the EV & NT, began a series of school
reforms, keeping true pace with those in
Common Education, & indeed, rendered possible
by the latter.

Thoughtful persons began to inquire, What: after all,
is the final aim of education? On ^{this point} there was a consensus of opinion: The ^{office} ~~work~~ of
education is to elevate character. Some were
inclined to add, - to ensure the acquirement
of knowledge: but it was held that the possession
of knowledge was included in elevation of
character. Then followed a serious - prolonged
inquiry, with the details of which I must not
weary you - ending with the decision that
elevation of character, like fire, was only to be
conveyed by touch: that ~~it should be~~ ^{it should be} ~~represented~~
that the young of the nation - of whatever class, should
be kept constantly in touch with persons of superior
character & marked by the gentleness, candour,
honourable dealing & generosity which should
mark ^{those} persons of gentle breeding: that this
decision ~~reach~~ ^{should} to intercourse through the medium

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perceive the fault; & they set themselves to work
in what has always seemed to me a rather heroic
way, to elevate the character & ameliorate the condition
of the new governing body: probably, in perceiving
that a democracy is either the purest or the vilest
of all forms of government - according to the
moral & intellectual status of the people. At any
rate, by this simple device of officering the schools
with their best, they averted the perils of a social
revolution, & practically did away with the
prejudices of caste. For, mark what happened:
when the people's schools were officered by the best
conceivable masters & mistresses, the children
of the wealthier classes were sent to them, & ~~the~~
~~parents paying accordingly~~ Parents of foresight
did not think it amiss that their children
should be brought up in touch with the children
of the people. Who could tell what profits of usefulness
& advantage this early contact might open up
to them? At the same time, when gentler
manners & a higher code of morals were the sole
distinction, there were the more sedulously cultivated.
Notless oblige. Thus, by sending our best
to them in two senses, our children to mingle
with them, our men & women of highest character
to teach them, we have been all this time educating
the people up to their responsibilities; might-
nobly have they responded! It's rather fine when
you come to think of it. Almost as fine a
national movement - occurred in Japan in
the earlier part of the nineteenth century, but that is

less in evidence. With regard to Public Schools
like that in which I have the honor to work, they
continue to be enough men of the wealthier classes
to send their children away from home
who care to support them: not, I suppose, because it is
their men who pride themselves in these days
upon a Public School education. For why? The
same love is to be got now in any village school,
with the added gentleness which comes of worthy
intercourse with those of lower rank.

Now, to consider the second clause in this famous
resolution:— that this decision ^{should} reach ~~to~~ to interfere
through the medium of written works. How completely
it appears to pass over the evils of the day:— cram,
& examinations — how entirely it obviates
them! The crying evil of the old system was, that
it failed to bring the young mind under the
influence of books, real books, full of the personality
of the author. They learned about— dead books, but
they did not know them. A scanty cram
of notes, dictated by a teacher, with a view to the
elaboracies of examinations, or a ^{come with} ~~cut of~~ ^{little} text books put up for the same purpose.
With the ^{means} ~~same~~ ^{by} which the youth
of a century since got at the great minds
of the past; or of their contemporaries. As a
consequence, the young people did not read, or they
a study: their knowledge was crude, their opinions
second-hand, unless, indeed, they were the children
of reading & thinking people, when they grew up,
better than the rest: but not equal to their
parents.

And now it became necessary to ^{divine} a ^{new} curriculum, based on the advances ^{already} made towards a science of education, & keeping well to the point that, progress in character is the first aim of education. As nothing helps so much towards progress in character as to be brought into contact with the great minds of the past, & so thoughtful reading of even one book is a work of time, the problem became, how much of the present curriculum could be left out without real loss to the pupils. In the first

In the first place, it had hitherto been incumbent on children to go through a good deal of superficial work, the 'outlines' of English & perhaps Roman history, ^{perigraphy} ~~botany~~, zoology, & much beside, - a superficial covering of the whole ground, on the principle, that, what we learn in childhood we never forget. Now, it is really curious how a picture of this kind ^{was} ~~became~~ became current. The thing was looked into; people asked themselves what they remembered of their early instructions: one man recalled that his mother used to recite as the sole salvage ^{from} of her school days, this delicious definition, 'Leant-out-the book of Spellings & Meanings' - "Handkerchief, a piece of linen, silk or cotton, to wipe the face or cover the neck". In ~~the~~ sense of humour ^{usual} -

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Fixed attention must be linked by the law of
association of ideas, with ^{an} image that ~~has~~
~~and~~ - before ~~some~~ going before, ~~which~~
another image following. Once the absolute
futility of offering children anything but -
ideas - which every faculty is concentrated to
receive - becomes evident, the burden drops off
young pilgrim's back. As for his lessons,
he finds himself to the measure born, his
studies are no more laborious to him than
his dinner. There is time to get in touch
with great-writers, with living books, to learn
English history from the ever interesting original sources,
geography, from the few really valuable books of
travel. The idea being even the mail in which
facts of all times & places are hung; & there being no
conceivable necessity ~~there being no necessity~~
~~success~~ for covering the whole of the ground
in any single study. But what is an
idea? An idea ^{to define it by its quality} is, what north-country folk
call wick - the same thing as quintessence more
likely; a live thing of the mind, which comes
into possession of you, feeds, grows, multiplies,
& when it has done its work, dies. At least,
this is the only description of an idea we can
arrive at yet. We are aware of its advent - by
the sudden arrest of the powers of the mind &
receive it. That is to say, the attention is ^{aroused} ~~receiving~~
then we receive ^{by} the splutter of within
us.

But - is there, during appointed work. The outward
signs of the reception of an idea are brightening
eye & eager countenance: and, idea linked with
idea, is the sum of education. But, unhappy
man that I am, how can you get at what
I mean from this bird's eye view? & how long
it would take to give the ideas details which
should make the whole thing plain! Only this,
all the little cram books, & the great little sheets
of Masters' notes, over the media by through
which a boy got at his books have long disappeared.
He comes straight to the authorities on whatever
subject he touches. But, surely, his knowledge
must be tested, you say. So it is; & he
not get round rid of the Examiners, but that
work has made him another man. There is
still paper work - ~~classical mathematics~~ ^{certain} ~~some~~
of the studies of the year - books read on such &
such subjects, works in the modern language,
the boys walk with the examiners as in academic
process: ten minutes viva voce work tests
the intelligence & accuracy of the year's study.
on a given subject: the boy who makes a fool
of himself, has the satisfaction of doing it before
his own eyes."

"This is plain as a pike-staff! But, my dear
Halcyon, it's eleven o'clock! & the ladies!"

"No? is it? I just wanted to say that it's of
more use to most men to be able to speak than
to write, if the habit of accurate & thorough thinking with
subject is cultivated." Charlotte M. Mason.